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 12 month update 3/30/04  
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## Lyman Continuous Improvement Plan/Progress Report

<b>Principle Two—Free Appropriate Public Education</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)				
<p>Through examination of student files, attendance records, and staff interviews, it was evident that a student was expelled for more than ten days. There was no functional behavioral assessment or behavioral intervention plans written and no manifestation determination review following the 10<sup>th</sup> day of out of school suspension. Through a review of student records and a staff interview, the team could not identify any structure or procedures for dealing with suspension and expulsion issues in accordance with the federal regulations.</p>				
<b>Desired Outcome(s):</b>				
<p>All children with disabilities who are suspended or expelled will be provided with a free and appropriate public education.</p>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>				
<p>Procedures will be in place to keep an accurate count of days of suspension. The days will be tallied and monitored so no student exceeds 10 days without the appropriate procedures and paperwork being done and a free and appropriate public education provided.</p>				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
Staff will be trained on how to properly record or report suspension and expulsion of students with disabilities.	February 2003	Special Education Director and Administrators		

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<b>6 Month Review Data</b> Staff was trained in Sept 2003 for suspension expulsion. Staff has a students with disabilities list to keep a running total of suspension and expulsion for each student. Secretaries will mark in attendance records.			ongoing	
<b>12 Month Review Data</b> Staff were given updated suspension expulsion lists. Secretaries are continuing to keep a record of suspension expulsion in the daily attendance records.				<b>MET 4-2004</b>
When a student reaches 5 days of suspension, the special education staff will be given written notification.	Continuous	Administrators and Administrative Assistant		
<b>6 Month Review Data</b> Each school's secretary will record suspension and expulsion of students with disabilities as well as each administrator and special education teacher. On the fifth day of suspension, each secretary will write a letter to the appropriate special education staff and they will begin appropriate assessments.			ongoing	
<b>12 Month Review Data</b> We are continuing this procedure and currently we have one student at 3 days of suspension. We met with the student, parent, administration, and staff about this and the student's behavior to this date has remained appropriate.				<b>MET 4-2004</b>

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Special education staff will start behavioral assessment components upon receiving 5 day notification.	Continuous	Special Education Director and Special Education Personnel		
<b>6 Month Review Data</b> Currently, we have had one student reach two days of suspension. We met with the student, parents, administrator, and staff and student's behavior remained appropriate.			<b>Met</b> <b>9/16/03</b>	

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<b>Principle Two—Free Appropriate Public Education</b>
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  Through examination of student files, attendance records, and staff interviews, it was evident that a student was expelled for more than ten days. There was no functional behavioral assessment or behavioral intervention plans written and no manifestation determination review following the 10 <sup>th</sup> day of out of school suspension. Through a review of student records and a staff interview, the team could not identify any structure or procedures for dealing with suspension and expulsion issues in accordance with the federal regulations.
<b>Desired Outcome(s):</b>  All children with disabilities who are suspended or expelled will be provided with a free and appropriate public education.
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  Manifestation determination reviews will be held before the 11th day of suspension.

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<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
Written notification will be given to the special education staff and administrators by records personnel that a student has been suspended for an accumulation of 10 days.	February 2003 to continuous	Administrators and Administrative Assistant		
<b>6 Month Review Data</b> At this time, one student has been suspended for two days.			<b>Met</b> <b>9/16/03</b>	
Special education staff will prepare documents, review behavioral plans, complete behavioral assessments, and follow procedures for manifestation determination.	February 2003 to continuous	Special Education Director and Administrators		
<b>6 Month Review Data</b> Currently, this has not occurred. District has appropriate documents and plan should this occur.			<b>Met</b> <b>9/16/03</b>	
The Special Education Director will maintain records verifying that the procedural safeguards were followed.	February 2003 to continuous	Special Education Director		
<b>6 Month Review Data</b> At this time, that has not been necessary.			<b>Met</b> <b>9/16/03</b>	

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#### Principle Three—Appropriate Evaluation

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<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  The monitoring team found that no reevaluation data was utilized as the basis for dismissal from serviced in the speech and language category. A student was dismissed from services and no evaluations were completed prior to dismissal.				
<b>Desired Outcome(s):</b>  All students with disabilities will be reevaluated before dismissal from services.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  The IEP team will determine what additional data is necessary to determine dismissal				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
Review goals, objectives, and the functional information collected by educational personnel and parents.	February 2003 to Continuous	Special Education Personnel		
<b>6 Month Review Data</b> Examined 4 files. <ul style="list-style-type: none"> <li>4 files complete</li> </ul>			<b>Met</b> <b>9/16/03</b>	
Conduct evaluation to determine if dismissal is appropriate.	February 2003 to Continuous	Special Education Personnel		
<b>6 Month Review Data</b> Examined 2 files. <ul style="list-style-type: none"> <li>1 file complete</li> <li>1 file the necessary evaluations were not completed</li> </ul>			<b>ongoing</b>	

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<b>12 Month Review Data</b> Examined 11 files. <ul style="list-style-type: none"> <li>All files completed the necessary evaluations before dismissal. (9 Speech, 2 SPED)</li> </ul>				<b>MET 4-2004</b>
Convene IEP team for consideration of dismissal.	February 2003 to Continuous	Special Education Personnel		
<b>6 Month Review Data</b> Examined 2 files. <ul style="list-style-type: none"> <li>1 file complete</li> <li>1 file the parent, teacher, and administrator met but no evaluations were completed</li> </ul>			<b>ongoing</b>	
<b>12 Month Review Data</b> Examined 11 files. <ul style="list-style-type: none"> <li>All files had the complete IEP team present for consideration of dismissal.</li> </ul>				<b>MET 4-2004</b>
The Special Education Director will validate files that have been dismissed from services to confirm that reevaluation data was considered for dismissal.	February 2003 to Continuous	Special Education Director		
<b>6 Month Review Data</b> Examined 2 files. <ul style="list-style-type: none"> <li>1 file complete</li> <li>1 file no evaluations completed</li> </ul>			<b>ongoing</b>	
<b>12 Month Review Data</b> The SPED Director examined and validated 11 files. <ul style="list-style-type: none"> <li>All files had complete IEP teams in attendance and the correct evaluations were completed before dismissal.</li> </ul>				<b>MET 4-2004</b>

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<b>Principle Three—Appropriate Evaluation</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  The monitoring team validated that behavioral assessments were not being used but behavioral goals were being written. Through student file review and staff interview, the team validated that the students were not being evaluated in all areas of suspected disability.				
<b>Desired Outcome(s):</b>  Students will be assessed in all areas of disability.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  Behavioral assessments will be completed for all students with behavioral concerns.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
Review all referrals and identify areas of suspected disability.	February 2003 to continuous	Parents, Classroom Teacher, Special Education Personnel, Psychologist		

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<b>6 Month Review Data</b> Examined 5 files. <ul style="list-style-type: none"> <li>4 files found that assessments were given that were checked on the referral form</li> <li>1 file cannot find referral form</li> </ul>			<b>Met 9/16/03</b>	
Determine needed evaluation and include parent input into planning of the evaluation.	February 2003 to continuous	Special Education Personnel and Parents		
<b>6 Month Review Data</b> Examined 5 files. <ul style="list-style-type: none"> <li>4 files complete</li> <li>1 file cannot find referral form to determine evaluations</li> </ul>			<b>Met 9/16/03</b>	
Conduct evaluations in all areas of suspected disability.	February 2003 to continuous	Special Education Personnel		
<b>6 Month Review Data</b> Examined 5 files. <ul style="list-style-type: none"> <li>3 files complete</li> <li>1 file no hearing screening</li> <li>1 file no referral form found</li> </ul>			<b>Met 9/16/03</b>	
Special Education Director will review referrals and confirm that all areas of suspected disability were evaluated.	February 2003 to continuous	SPED Director		
<b>6 Month Review Data</b> Examined 5 files. <ul style="list-style-type: none"> <li>3 files checked were complete with appropriate referral information</li> <li>2 files not complete when checked</li> </ul>			<b>ongoing</b>	



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<b>12 Month Review Data</b> Examined 3 new referral files. <ul style="list-style-type: none"> <li>All files were complete with appropriate referral information and all areas of suspected disability were evaluated.</li> </ul>				<b>MET 4-2004</b>
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<b>Principle Three—Appropriate Evaluation</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  Through student file review, the monitoring team validated that there was no documentation of parent involvement in the planning of evaluations for students.				
<b>Desired Outcome(s):</b>  Parents will be involved in the planning of the evaluations for the students.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  All student evaluations will include parental input into the planning of the evaluations.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
Prior notice will include a statement allowing parents to identify other areas of concern that need to be evaluated.	February 2003	Special Education Personnel		

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<b>6 Month Review Data</b> Examined 5 files. <ul style="list-style-type: none"> <li>1 file complete</li> <li>4 files no statement on prior notice</li> </ul>			<b>ongoing</b>	
<b>12 Month Review Data</b> Examined 3 files and all files were complete.				<b>MET 4-2004</b>
Documentation will be on file as to whether parents indicated if additional evaluations were needed.	February 2003 to continuous	Special Education Personnel		
<b>6 Month Review Data</b> Examined 5 files. <ul style="list-style-type: none"> <li>1 file complete</li> <li>4 files no documentation</li> </ul>			<b>ongoing</b>	
<b>12 Month Review Data</b> Examined 3 files and all files contained complete documentation.				<b>MET 4-2004</b>
The Special Education Director will review the prior notice form to document that parents were afforded the opportunity to participate in the planning of evaluations.	February 2003 to continuous	Special Education Director		
<b>6 Month Review Data</b> Examined 5 files. <ul style="list-style-type: none"> <li>1 file complete</li> <li>4 files no documentation</li> </ul>			<b>ongoing</b>	
<b>12 Month Review Data</b> The SPED Director examines 3 files. <ul style="list-style-type: none"> <li>All files allowed parental participation in evaluations given and all files contained the completed evaluations.</li> </ul>				<b>MET 4-2004</b>

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<b>Principle Three—Appropriate Evaluation</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  The monitoring team found that assessments were given to students that were not listed on the prior notice for consent to evaluate. In two files reviewed, it was validated that the Bender Gestalt was given but prior notice for visual motor testing was not indicated.				
<b>Desired Outcome(s):</b>  All evaluations will be listed on the prior notice and parental consent obtained.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  Prior notice will list types of tests to be given and parental consent obtained.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
Parental consent for evaluations will be reviewed to confirm consent was obtained.	February 2003 to continuous	Special Education Personnel		
<b>6 Month Review Data</b> Examined 5 files. <ul style="list-style-type: none"> <li>5 files complete</li> </ul>			<b>Met</b> <b>9/16/03</b>	
The Special Education Director will validate that all assessments listed on the consent to evaluate form were completed for all IEPs written after February 2003.	February 2003 to continuous	Special Education Director		

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<b>6 Month Review Data</b> Examined 5 files • 5 files complete			<b>Met 9/16/03</b>	
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<b>Principle Three—Appropriate Evaluation</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  Meetings were held discussing student eligibility and the student's parents were not given prior notice, nor were they in attendance at the meetings.				
<b>Desired Outcome(s):</b>  Parents will be afforded the opportunity to attend all meetings involving their child's educational program.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  The appropriate team membership will be present when identification and evaluation data for students with a suspected disability are being discussed.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
Within 30 days of receiving the evaluation reports, the IEP team will meet to determine eligibility.	February 2003 to continuous	Special Education Personnel		

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<b>6 Month Review Data</b> Examined 5 files. <ul style="list-style-type: none"> <li>• 4 files met within the 30 days</li> <li>• 1 file was 35 days</li> </ul>			<b>Met 9/16/03</b>	
Appropriate team membership will be present to determine the student's eligibility.	February 2003 to continuous	Special Education Personnel		
<b>6 Month Review Data</b> Examined 5 files. <ul style="list-style-type: none"> <li>• 3 files complete</li> <li>• 1 file no administrator present</li> <li>• 1 file no parent signature</li> </ul>			<b>ongoing</b>	
<b>12 Month Review Data</b> Examined 15 files. <ul style="list-style-type: none"> <li>• All files had parents, classroom teachers, psychologist, and administration present.</li> </ul>				<b>MET 4-2004</b>
The Special Education Director will validate that parents are at all meetings where student eligibility is being considered, along with other appropriate team membership.	February 2003 to continuous	Special Education Director		
<b>6 Month Review Data</b> Examined 5 files. <ul style="list-style-type: none"> <li>• 3 files complete</li> <li>• 1 file no administrator signature</li> <li>• 1 file no parent signature</li> </ul>			<b>ongoing</b>	
<b>12 Month Review Data</b> The SPED Director examined 15 files. <ul style="list-style-type: none"> <li>• All files were complete with appropriate team membership in attendance to discuss eligibility.</li> </ul>				<b>MET 4-2004</b>

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<b>Principle Three—Appropriate Evaluation</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  The monitoring team found that assessments were given to students that were not listed on the prior notice for consent to evaluate. In two files reviewed, it was validated that the Bender Gestalt was given but prior notice for visual motor testing was not indicated.				
<b>Desired Outcome(s):</b>  Parental consent must be obtained to evaluate in all areas of suspected disability.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  All types of tests to be given will be listed on the prior notice and parental consent given to evaluate.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
Prior notice will include types of tests to be given and records of tests given.	February 2003 to continuous	Special Education Personnel		
<b>6 Month Review Data</b> Examined 5 files. <ul style="list-style-type: none"> <li>4 files complete</li> <li>1 file did not contain the hearing screening</li> </ul>			<b>Met 9/16/03</b>	
Parental consent will be verified for tests given to students.	February 2003 to continuous	Special Education Personnel		

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<b>6 Month Review Data</b> Examined 5 files. <ul style="list-style-type: none"> <li>4 files complete 1 file did not contain the hearing screening</li> </ul>			<b>Met 9/16/03</b>	
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<b>Principle Five—Individualized Education Program</b>				
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The student's present levels of performance were not based on functional evaluation and did not target specific skills in the student's disability area. The modification page did not specify the frequency, duration, and location of accommodations. Through the staff interview process, it was validated that the staff did not distinguish between necessary modifications and instructional practices. The regular education staff did not receive a copy of the accommodations written in the IEP. Modifications being used for state and district wide assessments were not consistent with modifications being utilized for regular programming.</p>				
<p><b>Desired Outcome(s):</b></p> <p>Students will utilize the same type of modifications for assessments as those being used for testing during the normal school year.</p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>Modifications used in regular programming will be followed for state and district wide assessments.</p>				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met

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Training will be provided on modifications that will be allowed for state and district wide assessment.	March 2003 to continuous	SPED Director and Administrators		
<b>6 Month Review Data</b> The Special Education Director, administrators, and guidance counselors meet and discuss possible accommodations for state and district wide assessments. The Special Education Director informs teachers at teacher's meetings. Training was provided to staff in Sept. of 2003.				
The Special Education Director will inform state and district wide test coordinators of individual student accommodations.	February 2003 to continuous	SPED Director	<b>Met 9/16/03</b>	
<b>6 Month Review Data</b> 100% of the student accommodation lists for different assessments have been given to the appropriate test coordinators.			<b>Met 9/16/03</b>	